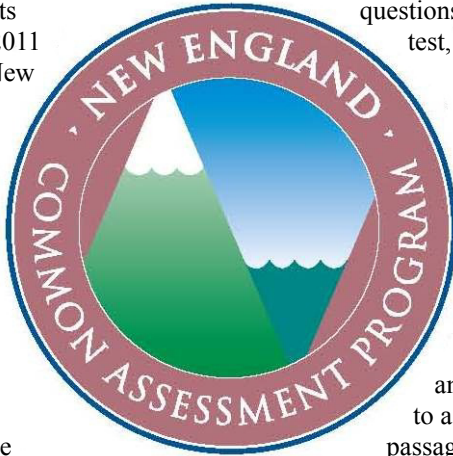


# About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2011 Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

## School Results

**School:** Dora L Small Elementary School

**District:** South Portland School Dept

**Code:** 1155-1406



# Fall 2011 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2011-2012

### Grade Level Summary Report

School: Dora L Small Elementary School  
 District: South Portland School Dept  
 State: Maine  
 Code: 1155-1406

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	63			259			13,341			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	60	61		251	253		13,034	13,061		95	97		97	98		98	98	
With an approved accommodation	6	7		47	48		2,594	2,642		10	11		19	19		20	20	
Current LEP Students	0	1		13	14		391	405		0	2		5	6		3	3	
With an approved accommodation	0	1		11	12		163	175			100		85	86		42	43	
IEP Students	4	4		44	44		1,927	1,944		7	7		18	17		15	15	
With an approved accommodation	4	4		38	37		1,456	1,471		100	100		86	84		76	76	
Students not tested in NECAP	3	2		8	6		307	280		5	3		3	2		2	2	
State Approved	3	2		5	4		222	202		100	100		63	67		72	72	
Alternate Assessment	2	2		4	4		193	181		67	100		80	100		87	90	
First Year LEP	1	0		1	0		9	0		33	0		20	0		4	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		20	21		0	0		0	0		9	10	
Other	0	0		3	2		85	78		0	0		38	33		28	28	

### NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	63	3	0	60	17	28	35	58	6	10	2	3	350	251	20	57	14	9	347	13,034	18	54	18	10	346	
MATH	63	2	0	61	13	21	36	59	8	13	4	7	347	253	17	45	21	17	343	13,061	18	46	21	15	343	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2011-2012

### Reading Results

**School:** Dora L Small Elementary School  
**District:** South Portland School Dept  
**State:** Maine  
**Code:** 1155-1406

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 357–380)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 340–356)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

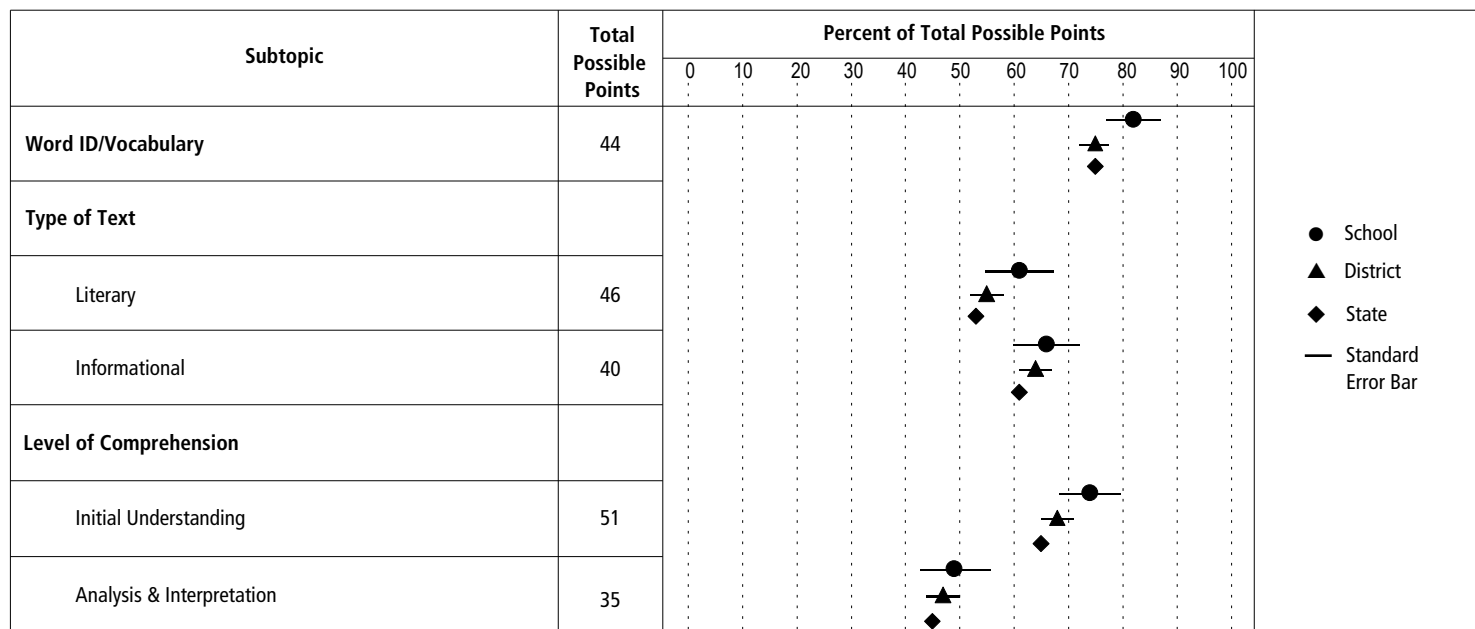
(Scaled Score 331–339)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 300–330)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	46	0	0	46	9	20	33	72	2	4	2	4	350
2010-11	56	2	0	54	13	24	31	57	6	11	4	7	348
2011-12	63	3	0	60	17	28	35	58	6	10	2	3	350
Cumulative Total	165	5	0	160	39	24	99	62	14	9	8	5	349
<b>District</b>													
2009-10	243	1	1	241	35	15	149	62	47	20	10	4	348
2010-11	255	5	1	249	33	13	152	61	42	17	22	9	346
2011-12	259	5	3	251	49	20	143	57	36	14	23	9	347
Cumulative Total	757	11	5	741	117	16	444	60	125	17	55	7	347
<b>State</b>													
2009-10	13,688	108	165	13,415	1,731	13	8,002	60	2,531	19	1,151	9	346
2010-11	13,431	249	114	13,068	1,500	11	7,635	58	2,515	19	1,418	11	345
2011-12	13,341	222	85	13,034	2,375	18	7,036	54	2,299	18	1,324	10	346
Cumulative Total	40,460	579	364	39,517	5,606	14	22,673	57	7,345	19	3,893	10	346





# Fall 2011 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2011-2012

### Disaggregated Reading Results

School: Dora L Small Elementary School  
 District: South Portland School Dept  
 State: Maine  
 Code: 1155-1406

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	63	3	0	60	17	28	35	58	6	10	2	3	350	251	20	57	14	9	347	13,034	18	54	18	10	346
Gender																									
Male	27	1	0	26	4	15	18	69	2	8	2	8	347	123	15	57	17	11	345	6,733	14	53	20	13	344
Female	36	2	0	34	13	38	17	50	4	12	0	0	353	128	24	57	12	7	349	6,301	22	55	16	8	348
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	1	0	1										6						235	14	51	22	12	344
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						107	7	58	24	11	343
Asian	3	1	0	2										10	40	10	10	40	343	205	29	47	15	9	349
Black or African American	2	0	0	2										8						389	7	41	23	29	337
Native Hawaiian or Pacific Islander	0	0	0	0										0						15	20	67	13	0	350
White	54	1	0	53	13	25	34	64	4	8	2	4	350	217	20	61	13	6	348	11,933	19	55	17	9	346
Two or more races	2	0	0	2										9						150	16	51	20	13	345
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	2	2	0	0										13	0	23	31	46	332	391	9	37	27	27	338
Former LEP student - monitoring year 1	0	0	0	0										0						14	36	43	21	0	353
Former LEP student - monitoring year 2	0	0	0	0										0						1					
All Other Students	61	1	0	60	17	28	35	58	6	10	2	3	350	238	21	59	13	7	348	12,628	18	55	17	10	346
IEP																									
Students with an IEP	6	2	0	4										44	2	39	25	34	336	1,927	4	29	29	38	334
All Other Students	57	1	0	56	17	30	34	61	3	5	2	4	351	207	23	61	12	4	349	11,107	21	58	16	5	348
SES																									
Economically Disadvantaged Students	15	1	0	14	1	7	8	57	4	29	1	7	344	99	7	53	22	18	341	6,065	11	52	22	16	342
All Other Students	48	2	0	46	16	35	27	59	2	4	1	2	352	152	28	60	9	3	351	6,969	25	56	14	5	349
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	63	3	0	60	17	28	35	58	6	10	2	3	350	251	20	57	14	9	347	13,026	18	54	18	10	346
Title I																									
Students Receiving Title I Services	2	0	0	2										31	3	45	29	23	338	3,041	5	47	30	18	340
All Other Students	61	3	0	58	17	29	34	59	5	9	2	3	351	220	22	59	12	7	348	9,993	22	56	14	8	348
504 Plan																									
Students with a 504 Plan	1	1	0	0										2						186	14	61	16	9	346
All Other Students	62	2	0	60	17	28	35	58	6	10	2	3	350	249	19	57	14	9	347	12,848	18	54	18	10	346

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2011-2012

# Mathematics Results

**School:** Dora L Small Elementary School  
**District:** South Portland School Dept  
**State:** Maine  
**Code:** 1155-1406

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 353–380)

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 340–352)

### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

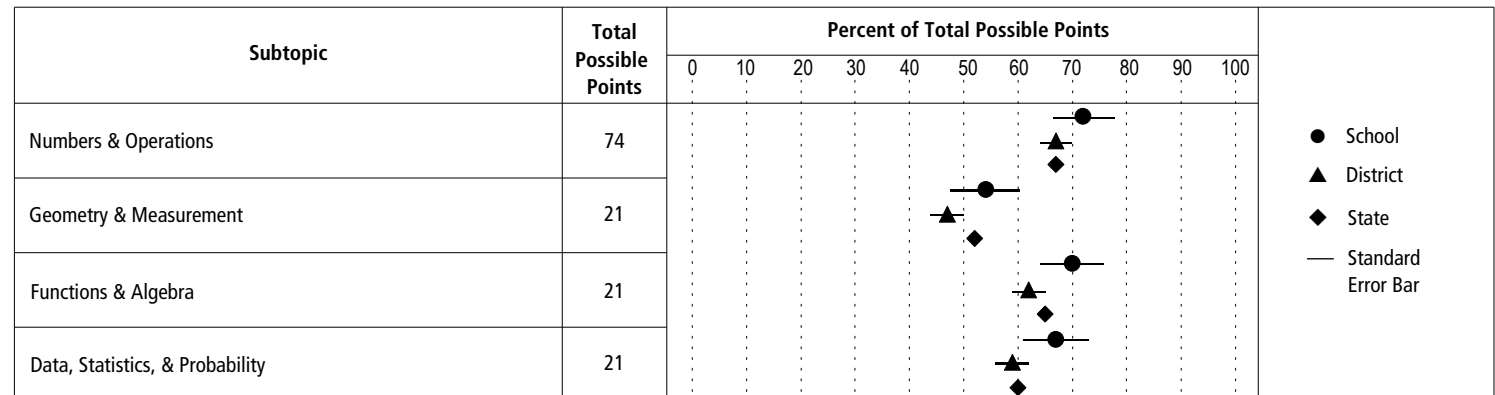
(Scaled Score 332–339)

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 300–331)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	46	0	0	46	7	15	23	50	12	26	4	9	345
2010-11	56	2	0	54	15	28	22	41	11	20	6	11	345
<b>2011-12</b>	<b>63</b>	<b>2</b>	<b>0</b>	<b>61</b>	<b>13</b>	<b>21</b>	<b>36</b>	<b>59</b>	<b>8</b>	<b>13</b>	<b>4</b>	<b>7</b>	<b>347</b>
Cumulative Total	165	4	0	161	35	22	81	50	31	19	14	9	346
<b>District</b>													
2009-10	243	1	1	241	33	14	119	49	54	22	35	15	343
2010-11	255	4	1	250	46	18	118	47	56	22	30	12	344
<b>2011-12</b>	<b>259</b>	<b>4</b>	<b>2</b>	<b>253</b>	<b>43</b>	<b>17</b>	<b>113</b>	<b>45</b>	<b>53</b>	<b>21</b>	<b>44</b>	<b>17</b>	<b>343</b>
Cumulative Total	757	9	4	744	122	16	350	47	163	22	109	15	343
<b>State</b>													
2009-10	13,688	111	151	13,426	1,890	14	6,450	48	2,974	22	2,112	16	342
2010-11	13,431	190	120	13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
<b>2011-12</b>	<b>13,341</b>	<b>202</b>	<b>78</b>	<b>13,061</b>	<b>2,294</b>	<b>18</b>	<b>6,048</b>	<b>46</b>	<b>2,789</b>	<b>21</b>	<b>1,930</b>	<b>15</b>	<b>343</b>
Cumulative Total	40,460	503	349	39,608	6,292	16	18,460	47	8,863	22	5,993	15	343





# Fall 2011 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2011-2012

### Disaggregated Mathematics Results

School: Dora L Small Elementary School  
 District: South Portland School Dept  
 State: Maine  
 Code: 1155-1406

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	63	2	0	61	13	21	36	59	8	13	4	7	347	253	17	45	21	17	343	13,061	18	46	21	15	343
Gender																									
Male	27	1	0	26	7	27	14	54	4	15	1	4	347	124	23	40	21	16	344	6,751	18	47	21	14	344
Female	36	1	0	35	6	17	22	63	4	11	3	9	346	129	12	49	21	19	342	6,310	17	46	21	16	343
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	1	0	1										6						236	10	41	28	21	341
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						108	4	50	28	19	340
Asian	3	0	0	3										11	18	27	9	45	338	207	32	38	15	15	346
Black or African American	2	0	0	2										9						397	5	31	24	39	335
Native Hawaiian or Pacific Islander	0	0	0	0										0						15	7	60	20	13	343
White	54	1	0	53	11	21	33	62	7	13	2	4	347	217	18	47	21	13	344	11,948	18	47	21	14	344
Two or more races	2	0	0	2										9						150	13	47	25	16	342
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	2	1	0	1										14	0	21	21	57	332	405	7	28	26	39	336
Former LEP student - monitoring year 1	0	0	0	0										0						14	29	36	21	14	347
Former LEP student - monitoring year 2	0	0	0	0										0						1					
All Other Students	61	1	0	60	13	22	36	60	8	13	3	5	347	239	18	46	21	15	343	12,641	18	47	21	14	344
IEP																									
Students with an IEP	6	2	0	4										44	11	20	30	39	334	1,944	5	26	30	39	335
All Other Students	57	0	0	57	13	23	34	60	6	11	4	7	347	209	18	50	19	13	344	11,117	20	50	20	11	345
SES																									
Economically Disadvantaged Students	15	1	0	14	2	14	7	50	3	21	2	14	343	100	6	35	28	31	337	6,090	9	42	26	22	340
All Other Students	48	1	0	47	11	23	29	62	5	11	2	4	348	153	24	51	16	8	346	6,971	25	50	17	8	347
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	63	2	0	61	13	21	36	59	8	13	4	7	347	253	17	45	21	17	343	13,053	18	46	21	15	344
Title I																									
Students Receiving Title I Services	2	0	0	2										31	0	19	23	58	332	3,047	5	37	32	26	338
All Other Students	61	2	0	59	13	22	35	59	8	14	3	5	347	222	19	48	21	12	344	10,014	21	49	18	11	345
504 Plan																									
Students with a 504 Plan	1	0	0	1										3						187	16	51	20	13	343
All Other Students	62	2	0	60	13	22	36	60	8	13	3	5	347	250	17	45	21	17	343	12,874	18	46	21	15	344

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.